



Remote Learning 2021

Guidance to students and parents

Remote Learning begins on Monday 11th January.

The key platform of delivery will be MS Teams.

TIMETABLE

The learning day for students will broadly mirror the normal school day. This means that there will be Registration and students will follow their timetable of subjects.

For simplicity, we have made minor adjustments to start and end times for each Learning Block:

Monday - Thursday

	Start	End
Registration	8:50am	8:55am
Learning Block 1	9:00am	10:30am
Break	10:30am	10:45am
Learning Block 2	10:45am	12:15pm
Learning Block 3 (period 5a / 5b)	12:15pm	1:05pm
Lunch	1:05pm	2:05pm
Learning Block 4	2:05pm	3:35pm

Friday

	Start	End
Registration	8:50am	8:55am
Learning Block 1	9:00am	9:45am
Learning Block 2	9:45am	10:35am
Break	10:35am	10:50am
Learning Block 3	10:50am	11:40am
Learning Block 4	11:40am	12:30pm
Learning Block 5	12:30pm	1:20pm

We understand that some students and parents might prefer more flexibility as to how the learning day looks. However, having considered a variety of options and experience from the previous lockdown, we have concluded the structure provided by this model offers the best way forward.

EXCEPTIONS

We have identified a small number of subjects which don't lend themselves particularly well to Remote Learning. These are:

- Learning for Life (S1-3)
- Personal Development (S3)
- SQA Leadership (S5 & S6)
- Citizenship (S6)

Where a student is timetabled for any of these subjects, they can use this time for independent study.

REGISTRATION

- Registration Teachers will set-up a Team on MS Teams for students to register with them. All students are expected to do this each day, unless they are unwell.
- Students should use the chat facility of the Team to indicate they are present (a simple 'Here' will suffice).
- Registration time will also provide an opportunity for any relevant information to be shared with students.

LEARNING BLOCKS

As with lessons in school, teachers will plan learning activities for each block. These will last up to 90 minutes, depending on their nature. At the start of each block, students should go to the relevant Team for their class.

Typically, Learning Blocks will take the following form:

1. Daily Review

An activity which gets students to recall prior learning. This helps students to consolidate learning and teachers to check it.

2. Sharing of learning intentions and success criteria

For each learning block, we ask teachers to ensure there are clear learning intentions and success criteria.

- By 'learning intention', we mean 'what we are learning today'.
- By 'success criteria', we mean 'what I am looking for'.

3. Presentation of content

Most of the learning taking place at home will relate to new content. To present this, teachers are likely to use one or more of the following approaches:

- A live presentation. For example, in MS Teams, the teacher may take students through a PowerPoint presentation.
- A recorded presentation. For example, students download a PowerPoint presentation which the teacher has recorded narration for, which they watch at a designated time in the Learning Block.
- Video - students watch a video which their teacher has made for them or directed them to.

- Reading - students read a particular text which their teacher has directed them to.

4. Practice

Students need time to put into practice new content which has been presented to them. This might be done as part of a whole-class interactive activity on MS Teams, or students might be asked to complete an individual activity. Both approaches have value, but the key principle is that the teacher is available to check what students are doing and provide feedback.

5. Plenary Review

At the end of each Learning Block, two things should happen:

- I. Students should be reminded what the learning intention for this Learning Block was.
- II. Students should complete a short activity designed to assess the extent to which they have learned what they were supposed to.

INTERACTION WITH TEACHERS

Typically, teachers will be on-hand to interact with students during each Learning Block. This does not necessarily mean 'face-to-face teaching' (although some lessons will involve this). Rather, it means teachers will be available to offer support, if required.

If parents would like to discuss anything to do with any subject at any point, please get in touch with the relevant Principal Teacher in the first instance:

Faculty	Principal Teacher	Email address
Borders College Schools Academy	Mr Gracey	cgracey@scotborders.gov.uk
Expressive Arts	Mr Mabon	gw09maboncameron@glow.sch.uk
Health & Wellbeing	Mr Harvey	gw13harveyrobert@glow.sch.uk
Languages	Miss Currie	gw09currieroslyn@glow.sch.uk
Mathematics	Mrs Brown	gw10brownsusan6@glow.sch.uk
Sciences	Mrs Addie	gw20addiejennifer@glow.sch.uk
Social Subjects	Miss Grant	gw09grantclaire4@glow.sch.uk
Technologies	Mrs Marchand	gw09marchandgillian@glow.sch.uk

LEARNING LOGS

As with when they are in school, Learning Logs will be maintained to help track and report student progress. These should be updated every 4-6 weeks and will be available for parents to see. Satchel One will be used to notify parents about these.

PASTORAL CONCERNS

If any parent wishes to discuss a pastoral matter relating to their son or daughter, they should contact their Guidance Teacher in the first instance:

House	Guidance Teacher	Email address
Douglas	Mr Fleming	gw09flemingjohn5@glow.sch.uk
Home	Mrs Kennedy	gw09foremanlouise@glow.sch.uk
Scott	Mr Ash	Chris.Ash@scotborders.gov.uk

SUPPORT FOR LEARNING

Whilst classroom teachers are best placed to answer questions and help your son/daughter with their learning, we also recognise that sometimes students will need some additional support to help them achieve their potential. During this lockdown period, we will offer a booking system to students who feel they need a Support for Learning Teacher to check-in with them and provide support.

Families, or students themselves, are invited to email any request for support to Mrs Huffman (kathryn.huffman@scotborders.gov.uk) who will then be in touch. Depending on the uptake of this offer, we may need to prioritise requests.

Please include the following information in your email:

- Name of student
- Registration Class
- Area of concern (including name of class teacher)
- Name of person making request
- Preferred phone number

ISSUES WITH IPADS

If any student is having issues with their iPads, please contact the school office:

- TEL: 01361 883 710
- Email: bhs@scotborders.gov.uk

THE IMPORTANCE OF HARD WORK

Although students will be learning at home rather than in school, the importance of this learning is unchanged. We still expect teachers to be delivering high-quality lessons, and we still expect students to be trying their best with all of the tasks set.

As they would normally with homework, some teachers may set additional tasks for students to be completed out-with Learning Blocks. Independent study will also be required, particularly in the Senior Phase (S4-6).

Earlier in academic year, S4-6 students were taught about effective and ineffective study. Below is a summary of key messages:

Ineffective	Effective
Reading notes again and again and again	Retrieval Practice:
Copying from a textbook	<ul style="list-style-type: none"> • Writing notes <i>from memory</i> • Making mind-maps <i>from memory</i>
Re-writing notes	<ul style="list-style-type: none"> • Read, cover, write, check, correct • Using flash cards • Practising questions

Useful websites to support independent study include:

- **BBC Bitesize**
 - S1-3 (Level 3): <https://www.bbc.co.uk/bitesize/levels/zy4qn39>
 - S1-3 (Level 4): <https://www.bbc.co.uk/bitesize/levels/zvk2fg8>
 - S4-6 (National 4): <https://www.bbc.co.uk/bitesize/levels/zp3d7ty>
 - S4-6 (National 5): <https://www.bbc.co.uk/bitesize/levels/z6gw2hv>
 - S4-6 (Higher): <https://www.bbc.co.uk/bitesize/levels/zkdqxn timer>
- **Bright Red (Digital Zone)**
 - S4-6 (National 5): <https://www.brightredbooks.net/n5>
 - S4-6 (Higher): <https://www.brightredbooks.net/higher>
- **Scholar**
 - S4-6: <https://scholar.hw.ac.uk/why.html#availableCourses>

These resources are free. Many of the websites contain comprehensive course notes and online assessments. The online assessments can be used by students to practise and self-test. They are marked online and provide students with feedback.

SUGGESTIONS FOR HOW YOU WORK AT HOME

We understand that some students will find learning at home difficult. Often, this will be because of distractions. To help students learn at home as best they can, we offer the following advice:

- Think of each day as a 'school day'. This means getting up in plenty of time, having breakfast, being organised to start the day for 8:50am, and having everything you will need to hand. Don't start to get ready at 8:50am - the school day will already have started!
- Get dressed before the school day starts. It may seem unimportant, but how you are dressed can affect your mind-set and how you work. You are unlikely to be as productive as you could be if you don't get appropriately dressed for the day.
- As you would in school, put your mobile phone away. Of all the things that are likely to distract you, this will be at the top of the list.
- Take a proper break at break and lunchtimes. This might involve going for a short walk.